

**Training Proficiency for Alternate Assessment Assessors in the Online System:
Attempts 1-5**

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**Executive Summary of
Training Proficiency for Alternate Assessment Assessors in the Online System**

Nearly 300 teachers took proficiency assessments in the administration of the test and each subject area (reading, mathematics, writing, and science) as well as had their scores reported as a total. Each test was 20 points and the average was about 16-19. Writing had the lowest average and Science the highest. The amount of variation (standard deviations) was quite low, ranging from 1.5 to about 2.4 with the exception of Writing (which had an SD over 3). See Table 1. Each assessor is allowed two attempts at passing the proficiency exam. After failing two exams, the assessor-in-training must contact a Qualified Mentor Trainer or a system administrator to receive another attempt at training. All attempts after the second attempt must come from a trainer.

Alaska Proficiency Attempt 1 – Descriptive Statistics

Table 1. Overall Statistics

		Administration	Reading	Mathematics	Writing	Science	Total
N	Valid	286	285	286	286	285	284
	Missing	200	201	200	200	201	202
Mean		18.18	16.89	17.71	16.34	18.87	88.19
Std. Deviation		1.866	2.388	2.228	3.101	1.496	7.377
Minimum		11	7	5	3	4	64
Maximum		20	20	20	20	20	100

In the proficiency test outcomes for Tables 2-30, the results are displayed with each attained score value presented with: (a) the number of teachers scoring at that value (Frequency), (b) the percent of teachers from the total file (including those with missing data) represented by this frequency (Percent), (c) the valid percent of teachers who actually had values in the record for items (Valid Percent), and (d) the cumulative percent of teachers with scores at/below that specific score value (Cumulative Percent). The ‘Frequency’ and ‘Valid Percent’ need to be the focus of any interpretations. The line in each table represents the division between a failing (15 and below) and passing (16 and above) score level. The **Missing System** figure shows the total number of all users registered into the system. This number includes inactive assessors (prior assessors who are not assessing students at this time) duplicate logons, assessors-in training who did not complete training, and administrative users. This number also includes a number of assessors who should have taken all training modules, but did not show any time spent in training. All of

these users are pulled from this statistical analysis. A separate analysis will deal with the issue of assessors who took, and passed, the proficiency exams but who did not take the required training modules.

For test administration, over 11 percent of the teachers had scores below the minimum passing score (16) and had to take another attempt.

Table 2. Administration Total Score

	Score Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	2	.4	.7	.7
	12	1	.2	.3	1.0
	13	3	.6	1.0	2.1
	14	6	1.2	2.1	4.2
	15	20	4.1	7.0	11.2
	16	19	3.9	6.6	17.8
	17	28	5.8	9.8	27.6
	18	58	11.9	20.3	47.9
	19	61	12.6	21.3	69.2
	20	88	18.1	30.8	100.0
	Total	286	58.8	100.0	
Missing	System	200	41.2		
Total		486	100.0		

In reading, over 29 percent of the scores were below the minimum needed (16) to pass Attempt 1.

Table 3. Reading Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	1	.2	.4	.4
	10	1	.2	.4	.7
	11	4	.8	1.4	2.1
	12	3	.6	1.1	3.2
	13	9	1.9	3.2	6.3
	14	20	4.1	7.0	13.3
	15	45	9.3	15.8	29.1
	16	52	10.7	18.2	47.4
	17	40	8.2	14.0	61.4
	18	22	4.5	7.7	69.1
	19	23	4.7	8.1	77.2
	20	65	13.4	22.8	100.0
	Total	285	58.6	100.0	
Missing	System	201	41.4		
Total		486	100.0		

In mathematics, about 16 percent of the scores were below the minimum needed (16) to pass Attempt 1.

Table 4. Mathematics Total Scores

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	.2	.3	.3
	8	1	.2	.3	.7
	11	1	.2	.3	1.0
	12	3	.6	1.0	2.1
	13	4	.8	1.4	3.5
	14	12	2.5	4.2	7.7
	15	23	4.7	8.0	15.7
	16	26	5.3	9.1	24.8
	17	46	9.5	16.1	40.9
	18	51	10.5	17.8	58.7
	19	36	7.4	12.6	71.3
	20	82	16.9	28.7	100.0
	Total	286	58.8	100.0	
Missing	System	200	41.2		
Total		486	100.0		

In writing, about 38 percent of the teachers were below the minimum needed (16) to pass Attempt 1.

Table 5. Writing Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	.2	.3	.3
	7	1	.2	.3	.7
	8	1	.2	.3	1.0
	9	1	.2	.3	1.4
	10	4	.8	1.4	2.8
	11	12	2.5	4.2	7.0
	12	9	1.9	3.1	10.1
	13	30	6.2	10.5	20.6
	14	27	5.6	9.4	30.1
	15	23	4.7	8.0	38.1
	16	36	7.4	12.6	50.7
	17	21	4.3	7.3	58.0
	18	23	4.7	8.0	66.1
	19	35	7.2	12.2	78.3
	20	62	12.8	21.7	100.0
	Total	286	58.8	100.0	
Missing	System	200	41.2		
Total		486	100.0		

In Science, only 2.5 percent of the teachers did not attain the minimum score to pass Attempt 1.

Table 6. Science Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	.2	.4	.4
	14	2	.4	.7	1.1
	15	4	.8	1.4	2.5
	16	7	1.4	2.5	4.9
	17	17	3.5	6.0	10.9
	18	55	11.3	19.3	30.2
	19	84	17.3	29.5	59.6
	20	115	23.7	40.4	100.0
	Total	285	58.6	100.0	
Missing	System	201	41.4		
Total		486	100.0		

With five tests, each having 20 items and 16 needed to pass proficiency, the total score for passing would be 80 points. Only 10 percent of the teachers were below this level.

Table 7. Proficiency Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	.2	.4	.4
	69	1	.2	.4	.7
	72	3	.6	1.1	1.8
	74	2	.4	.7	2.5
	75	3	.6	1.1	3.5
	76	3	.6	1.1	4.6
	77	5	1.0	1.8	6.3
	78	6	1.2	2.1	8.5
	79	5	1.0	1.8	10.2
	80	12	2.5	4.2	14.4
	81	14	2.9	4.9	19.4
	82	13	2.7	4.6	23.9
	83	10	2.1	3.5	27.5
	84	14	2.9	4.9	32.4
	85	14	2.9	4.9	37.3
	86	15	3.1	5.3	42.6
	87	22	4.5	7.7	50.4
	88	16	3.3	5.6	56.0
	89	16	3.3	5.6	61.6

Table 7 continued. Proficiency Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
	90	6	1.2	2.1	63.7
	91	8	1.6	2.8	66.5
	92	12	2.5	4.2	70.8
	93	9	1.9	3.2	73.9
	94	9	1.9	3.2	77.1
	95	10	2.1	3.5	80.6
	97	5	1.0	1.8	82.4
	98	9	1.9	3.2	85.6
	99	17	3.5	6.0	91.5
	100	24	4.9	8.5	100.0
	Total	284	58.4	100.0	
Missing	System	202	41.6		
Total		486	100.0		

Alaska Proficiency Attempt 2 – Descriptive Statistics**Table 8. Overall Statistics**

		Administration	Reading	Mathematics	Writing	Science	Total
N	Valid	32	83	45	106	7	486
	Missing	454	403	441	380	479	0
Mean		16.97	17.66	14.18	16.36	17.86	9.27
Std. Deviation		1.959	1.572	3.426	2.383	5.242	14.502
Minimum		13	13	5	8	6	0
Maximum		20	20	20	20	20	79

Table 9. Administration Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	1	.2	3.1	3.1
	14	3	.6	9.4	12.5
	15	5	1.0	15.6	28.1
	16	4	.8	12.5	40.6
	17	4	.8	12.5	53.1
	18	6	1.2	18.8	71.9
	19	7	1.4	21.9	93.8
	20	2	.4	6.3	100.0
	Total	32	6.6	100.0	
Missing	System	454	93.4		
Total		486	100.0		

Table 10. Reading Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	1	.2	1.2	1.2
	14	1	.2	1.2	2.4
	15	7	1.4	8.4	10.8
	16	11	2.3	13.3	24.1
	17	11	2.3	13.3	37.3
	18	26	5.3	31.3	68.7
	19	17	3.5	20.5	89.2
	20	9	1.9	10.8	100.0
	Total	83	17.1	100.0	
Missing	System	403	82.9		
Total		486	100.0		

Table 11. Mathematics Total Scores

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	.2	2.2	2.2
	6	1	.2	2.2	4.4
	8	1	.2	2.2	6.7
	10	3	.6	6.7	13.3
	11	2	.4	4.4	17.8
	12	3	.6	6.7	24.4
	13	9	1.9	20.0	44.4
	14	5	1.0	11.1	55.6
	15	2	.4	4.4	60.0
	16	6	1.2	13.3	73.3
	17	4	.8	8.9	82.2
	18	5	1.0	11.1	93.3
	20	3	.6	6.7	100.0
	Total	45	9.3	100.0	
Missing	System	441	90.7		
Total		486	100.0		

Table 12. Writing Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	1	.2	.9	.9
	10	2	.4	1.9	2.8
	11	1	.2	.9	3.8
	12	2	.4	1.9	5.7
	13	3	.6	2.8	8.5
	14	9	1.9	8.5	17.0
	15	19	3.9	17.9	34.9
	16	17	3.5	16.0	50.9
	17	19	3.9	17.9	68.9
	18	13	2.7	12.3	81.1
	19	8	1.6	7.5	88.7
	20	12	2.5	11.3	100.0
	Total	106	21.8	100.0	
Missing	System	380	78.2		
Total		486	100.0		

Table 13. Science Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	1	.2	14.3	14.3
	19	1	.2	14.3	28.6
	20	5	1.0	71.4	100.0
	Total	7	1.4	100.0	
Missing	System	479	98.6		
Total		486	100.0		

Table 14. Proficiency Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	316	65.0	65.0	65.0
	13	4	.8	.8	65.8
	14	4	.8	.8	66.7
	15	9	1.9	1.9	68.5
	16	11	2.3	2.3	70.8
	17	13	2.7	2.7	73.5
	18	17	3.5	3.5	77.0
	19	16	3.3	3.3	80.2
	20	20	4.1	4.1	84.4
	24	1	.2	.2	84.6
	25	1	.2	.2	84.8
	26	3	.6	.6	85.4
	27	2	.4	.4	85.8
	28	1	.2	.2	86.0
	29	1	.2	.2	86.2
	30	3	.6	.6	86.8
	31	5	1.0	1.0	87.9
	32	8	1.6	1.6	89.5
	33	4	.8	.8	90.3
	34	7	1.4	1.4	91.8
	35	8	1.6	1.6	93.4
	36	6	1.2	1.2	94.7
	37	4	.8	.8	95.5
	38	1	.2	.2	95.7
	40	1	.2	.2	95.9
	42	2	.4	.4	96.3
	43	1	.2	.2	96.5
	46	3	.6	.6	97.1
	47	1	.2	.2	97.3
	48	1	.2	.2	97.5
	49	1	.2	.2	97.7

Table 14 continued. Proficiency Total Score

Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
50	2	.4	.4	98.1
51	1	.2	.2	98.4
52	1	.2	.2	98.6
53	4	.8	.8	99.4
58	1	.2	.2	99.6
64	1	.2	.2	99.8
79	1	.2	.2	100.0
Total	486	100.0	100.0	

Alaska Proficiency Attempt 3 – Descriptive Statistics**Table 15. Overall Statistics**

		Administration	Reading	Mathematics	Writing	Science	Total
N	Valid	8	9	24	35	0	486
	Missing	478	477	462	451	486	0
Mean		18.00	17.33	18.13	16.37		2.69
Std. Deviation		2.000	2.398	1.801	2.624		7.710
Minimum		14	14	15	10		0
Maximum		20	20	20	20		46

Table 16. Administration Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	1	.2	12.5	12.5
	17	2	.4	25.0	37.5
	18	1	.2	12.5	50.0
	19	2	.4	25.0	75.0
	20	2	.4	25.0	100.0
	Total	8	1.6	100.0	
Missing	System	478	98.4		
Total		486	100.0		

Table 17. Reading Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	1	.2	11.1	11.1
	15	2	.4	22.2	33.3
	16	1	.2	11.1	44.4
	18	2	.4	22.2	66.7
	20	3	.6	33.3	100.0
	Total	9	1.9	100.0	
Missing	System	477	98.1		
Total		486	100.0		

Table 18. Mathematics Total Scores

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	3	.6	12.5	12.5
	16	1	.2	4.2	16.7
	17	6	1.2	25.0	41.7
	18	3	.6	12.5	54.2
	19	2	.4	8.3	62.5
	20	9	1.9	37.5	100.0
	Total	24	4.9	100.0	
Missing	System	462	95.1		
Total		486	100.0		

Table 19. Writing Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	.2	2.9	2.9
	12	1	.2	2.9	5.7
	13	1	.2	2.9	8.6
	14	7	1.4	20.0	28.6
	15	5	1.0	14.3	42.9
	16	3	.6	8.6	51.4
	17	5	1.0	14.3	65.7
	18	2	.4	5.7	71.4
	19	4	.8	11.4	82.9
	20	6	1.2	17.1	100.0
	Total	35	7.2	100.0	
Missing	System	451	92.8		
Total		486	100.0		

Table 20. Proficiency Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	426	87.7	87.7	87.7
	12	1	.2	.2	87.9
	14	4	.8	.8	88.7
	15	6	1.2	1.2	89.9
	16	1	.2	.2	90.1
	17	7	1.4	1.4	91.6
	18	5	1.0	1.0	92.6
	19	5	1.0	1.0	93.6
	20	17	3.5	3.5	97.1
	28	1	.2	.2	97.3
	29	1	.2	.2	97.5
	30	1	.2	.2	97.7
	31	2	.4	.4	98.1
	32	1	.2	.2	98.4
	33	1	.2	.2	98.6
	35	2	.4	.4	99.0
	36	1	.2	.2	99.2
	39	1	.2	.2	99.4
	40	1	.2	.2	99.6
	45	1	.2	.2	99.8
	46	1	.2	.2	100.0
	Total	486	100.0	100.0	

Alaska Proficiency Attempt 4 – Descriptive Statistics**Table 21. Overall Statistics**

N	Valid	1	3	3	15	0	486
	Missing	485	483	483	471	486	0
Mean		16.00	16.67	15.67	16.53		.74
Minimum		16	14	14	13		0
Maximum		16	18	19	20		34
Std. Deviation			2.309	2.887	1.959		3.857

Table 22. Administration Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	1	.2	100.0	100.0
Missing	System	485	99.8		
Total		486	100.0		

Table 23. Reading Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	1	.2	33.3	33.3
	18	2	.4	66.7	100.0
	Total	3	.6	100.0	
Missing	System	483	99.4		
Total		486	100.0		

Table 24. Mathematics Total Scores

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	2	.4	66.7	66.7
	19	1	.2	33.3	100.0
	Total	3	.6	100.0	
Missing	System	483	99.4		
Total		486	100.0		

Table 25. Writing Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	2	.4	13.3	13.3
	14	1	.2	6.7	20.0
	16	3	.6	20.0	40.0
	17	4	.8	26.7	66.7
	18	4	.8	26.7	93.3
	20	1	.2	6.7	100.0
	Total	15	3.1	100.0	
Missing	System	471	96.9		
Total		486	100.0		

Table 26. Proficiency Total Score

	Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	467	96.1	96.1	96.1
	13	1	.2	.2	96.3
	14	2	.4	.4	96.7
	16	3	.6	.6	97.3
	17	4	.8	.8	98.1
	18	5	1.0	1.0	99.2
	19	1	.2	.2	99.4
	30	1	.2	.2	99.6
	31	1	.2	.2	99.8
	34	1	.2	.2	100.0
	Total	486	100.0	100.0	

Alaska Proficiency Attempt 5 – Descriptive Statistics**Table 27. Overall Statistics**

		Administration	Reading	Mathematics	Writing	Science	Total
N	Valid	0	1	2	3	0	486
	Missing	486	485	484	483	486	0
Mean			20.00	19.00	17.33		.23
Minimum			20	19	14		0
Maximum			20	19	20		20
Std. Deviation				.000	3.055		2.039

Table 28. Reading Total Score

		Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20		1	.2	100.0	100.0
Missing	System		485	99.8		
Total			486	100.0		

Table 29. Writing Total Score

		Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14		1	.2	33.3	33.3
	18		1	.2	33.3	66.7
	20		1	.2	33.3	100.0
	Total		3	.6	100.0	
Missing	System		483	99.4		
Total			486	100.0		

Table 30. Proficiency Total Score

		Scores Earned	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0		480	98.8	98.8	98.8
	14		1	.2	.2	99.0
	18		1	.2	.2	99.2
	19		2	.4	.4	99.6
	20		2	.4	.4	100.0
	Total		486	100.0	100.0	

DRA
Scoring Protocol Review Sheet

Mentor-Trainer Name: _____ **Date:** _____

District: _____

Status: _____

Notes/Comments:

Reading Tasks	Student Responses	Scoring/ Recording	Additional Comments
1.34B: Identify Letter Sounds			
1.56A: Read Words			
2.56A: Read Passages			
2.56B: Fact/Opinion			
1.78B: Obtain Information			
1.78C: Read Sentences			
1.910A: Decode Words			
2.910C: Read Passages			
2.910D: Fact/Opinion			
Total	/9	/9	/18 = _____%

Writing Tasks	Student Responses	Scoring Recording	Additional Comments
1.34B: Copy Words			
1.56A: Conventions of Writing			
1.56B: Write Own Name			
1.78C: Communicate Ideas Using Words			
1.78D: Write a Sentence			
1.910A: Conventions of Standard English			
1.910B: Write a Story			
Total	/7	/7	/14 = _____%

Mathematics Tasks	Student Responses	Scoring Recording	Additional Comments
1.34C: Count			
1.56A: Read and Write Numbers			
1.56B: Number Line, First and Last			
3.56: Reproduce Simple Patterns			
6.56B: Same or Different			
1.78C: Identify Fractions			
2.78: Double Digit Addition and Subtraction			
4.78: Read Simple Graphs			
5.78B: Count Money			
5.78C: Identify Money			
6.78: Match Shapes			
6.78C: Identify Perimeter			
1.910A: Identify Place Value			
5.910A: Identify Units of Measurement			
Total	/14	/14	/28 = _____%

Science Tasks	Student Responses	Scoring Recording	Additional Comments
1.4: Concepts of Physical Science			
2.4: Concepts of Life Science			
3.4: Concepts of Earth Science			
4.4: History and Nature of Science, Science and Technology			
4.8: Science and Technology			
1.10: Concepts of Physical Science			
2.10: Concepts of Life Science			
3.10: Concepts of Earth Science			
Total	/8	/8	/16 = _____%

Overall Review Across all Four Content Areas

Use the following rating scale:

1	Unacceptable
2	Needs Additional Work
3	Satisfactory
4	Exceptional

No.	Review Area				
1	Cover Page: Names and identifying information recorded on cover page.	1	2	3	4
	Comments:				
2	Task Administration: Each task is clearly marked so that both tasks administered and tasks not administered are easily identified on the scored protocol.	1	2	3	4
	Comments:				
3	Scoring:				
	• Incorrect responses written to show student's response.	1	2	3	4
	• Scored correctly.	1	2	3	4
	• Arithmetic completed correctly, e.g. scoring was correct and the total score was added correctly.	1	2	3	4
	Comments:				
4	Clear Markings: The scoring protocol is marked clearly so that it can be interpreted easily, e.g. by an instructional assistant entering the data online or by the next teacher reviewing the student's previous performance.	1	2	3	4
	Comments:				
5	Stop Testing: If assessment was terminated early, evidence for this decision is provided on the scoring protocol (3 Error Rule).	1	2	3	4
	Comments:				
	<div style="text-align: right;"> Total /28 = ____% </div>				

Summary for 2009-2010 Mentor-Trainer Training Sequence	
<i>Qualified Assessor</i>	Certification Checklist for <i>Qualified Assessors</i> <ul style="list-style-type: none"> <input type="checkbox"/> Complete <i>Qualified Assessor</i> training <input type="checkbox"/> Sign a Qualified Assessor Test Security Agreement and send to District Test Coordinators (DTC) <input type="checkbox"/> Become familiar with student materials and scoring protocols <input type="checkbox"/> Attain proficiency in the Reading/Writing/Math/Science Administration online modules <input type="checkbox"/> Administer Practice Tests (reading, writing, mathematics, and science) to a student <input type="checkbox"/> Submit Practice Test Scoring Protocols for review and approval by a <i>Qualified Trainer</i> <input type="checkbox"/> Receive feedback and additional training if required <input type="checkbox"/> Obtain a <i>Qualified Assessor</i> certificate <input type="checkbox"/> Refresh proficiency annually to maintain access to online system
<i>Yearly Requirements: Qualified Assessors</i>	Ongoing requirements to remain a <i>Qualified Assessor</i> <ul style="list-style-type: none"> <input type="checkbox"/> Hold a <i>Qualified Assessor</i> Certificate <input type="checkbox"/> Refresh online proficiency to maintain access to online system <input type="checkbox"/> Sign Test Security Agreements annually and file with DTC
<i>Qualified Mentor-Trainer</i>	Certification Checklist for <i>Qualified Mentor-Trainers</i> <ul style="list-style-type: none"> <input type="checkbox"/> Hold a <i>Qualified Assessor</i> certificate <input type="checkbox"/> Complete a <i>Qualified Mentor-Trainer</i> training <input type="checkbox"/> Train a protégé to become a qualified assessor by: <ul style="list-style-type: none"> (a) Providing orientation to assessments and to online training program, give ongoing support, (b) Reviewing and providing feedback to protégé's on practice test after they achieve proficiency on the online training, (c) Awarding QA certificates after protégé's have produced corrected scoring protocols to the qualifying level <input type="checkbox"/> Submit protégé's scoring protocols to DRA via EED for approval <input type="checkbox"/> Become certified as <i>Qualified Mentor-Trainer</i>
<i>Yearly Requirements: Qualified Trainer</i>	Ongoing requirements to remain a <i>Qualified Mentor-Trainer</i> <ul style="list-style-type: none"> <input type="checkbox"/> Attend required refresher trainings <input type="checkbox"/> Refresh proficiency annually to maintain access to online system <input type="checkbox"/> Sign Test Security Agreements annually, file with EED and DTC

Summary for 2009-2010 Mentor-Trainer Training Sequence	
<i>Qualified Assessor</i>	Certification Checklist for <i>Qualified Assessors</i> <ul style="list-style-type: none"> <input type="checkbox"/> Complete <i>Qualified Assessor</i> training <input type="checkbox"/> Sign a Qualified Assessor Test Security Agreement and send to District Test Coordinators (DTC) <input type="checkbox"/> Become familiar with student materials and scoring protocols <input type="checkbox"/> Attain proficiency in the Reading/Writing/Math/Science Administration online modules <input type="checkbox"/> Administer Practice Tests (reading, writing, mathematics, and science) to a student <input type="checkbox"/> Submit Practice Test Scoring Protocols for review and approval by a <i>Qualified Trainer</i> <input type="checkbox"/> Receive feedback and additional training if required <input type="checkbox"/> Obtain a <i>Qualified Assessor</i> certificate <input type="checkbox"/> Refresh proficiency annually to maintain access to online system
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<i>Qualified Mentor-Trainer</i>	Certification Checklist for <i>Qualified Mentor-Trainers</i> <ul style="list-style-type: none"> <input type="checkbox"/> Hold a <i>Qualified Assessor</i> certificate <input type="checkbox"/> Complete a <i>Qualified Mentor-Trainer</i> training <input type="checkbox"/> Train a protégé to become a qualified assessor by: <ul style="list-style-type: none"> (a) Providing orientation to assessments and to online training program, give ongoing support, (b) Reviewing and providing feedback to protégé's on practice test after they achieve proficiency on the online training, (c) Awarding QA certificates after protégé's have produced corrected scoring protocols to the qualifying level <input type="checkbox"/> Submit protégé's scoring protocols to DRA via EED for approval <input type="checkbox"/> Become certified as <i>Qualified Mentor-Trainer</i>
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Qualified Mentor-Trainer Scoring Protocol Review Sheet

Mentor-Trainer Name: _____

Date: _____

Protégé Name: _____

District: _____

This document is a guide to help Qualified Mentor-Trainers train district personnel to become Qualified Assessors and administer the alternate assessment. The requirements are listed below along with a checklist for completing a review of the Qualified Assessor's practice test. Additionally, this document and the scoring protocols are reviewed by EED and the test vendor in order to certify mentors-in-training.

Mentors-in-training:

- QA will find and train a protégé
- Protégé will administer a practice test and submit back to the mentor
- Mentor will review practice test, mark any issues in the protocol and fill out the mentor checklist
- Mentor will send reviewed packet to EED
- EED will review packet to make sure correct materials were sent, then re-package and send to DRA
- DRA will review packet and notify EED of status change
- EED will send out Qualified Mentor-Trainer certificate

Checklist for reviewing Practice Scoring Protocol:

The scoring protocol is reviewed for accuracy in recording student performance and scoring. This is only for administration under standard conditions (if the student requires Expanded Levels of Support (ELOS), separate test items are administered. The following checklists are provided for mentors to fill out as they review their protégé's practice test scoring protocols. The practice test is reviewed for accuracy in recording student responses and scoring. An extra column is added for any additional comments for each task. The protégé may receive one point for correctly addressing the student responses and one point for scoring. After the review has been completed, all scores are totaled and percentages are calculated. If the protégé receives 75% or higher in each subject area and the overall review, Qualified Assessor status is obtained.

A rating scale is provided for the Overall Review Across all Four Content Areas.

Reading Tasks	Student Responses	Scoring/ Recording	Additional Comments
1.34B: Identify Letter Sounds			
1.56A: Read Words			
2.56A: Read Passages			
2.56B: Fact/Opinion			
1.78B: Obtain Information			
1.78C: Read Sentences			
1.910A: Decode Words			
2.910C: Read Passages			
2.910D: Fact/Opinion			
Total	/9	/9	/18 = ____%

Writing Tasks	Student Responses	Scoring Recording	Additional Comments
1.34B: Copy Words			
1.56A: Conventions of Writing			
1.56B: Write Own Name			
1.78C: Communicate Ideas Using Words			
1.78D: Write a Sentence			
1.910A: Conventions of Standard English			
1.910B: Write a Story			
Total	/7	/7	/14 = ____%

Mathematics Tasks	Student Responses	Scoring Recording	Additional Comments
1.34C: Count			
1.56A: Read and Write Numbers			
1.56B: Number Line, First and Last			
3.56: Reproduce Simple Patterns			
6.56B: Same or Different			
1.78C: Identify Fractions			
2.78: Double Digit Addition and Subtraction			
4.78: Read Simple Graphs			
5.78B: Count Money			
5.78C: Identify Money			
6.78: Match Shapes			
6.78C: Identify Perimeter			
1.910A: Identify Place Value			
5.910A: Identify Units of Measurement			
Total	/14	/14	/28 = _____%

Science Tasks	Student Responses	Scoring Recording	Additional Comments
1.4: Concepts of Physical Science			
2.4: Concepts of Life Science			
3.4: Concepts of Earth Science			
4.4: History and Nature of Science, Science and Technology			
4.8: Science and Technology			
1.10: Concepts of Physical Science			
2.10: Concepts of Life Science			
3.10: Concepts of Earth Science			
Total	/8	/8	/16 = _____%

Overall Review Across all Four Content Areas

Use the following rating scale:

1	Unacceptable
2	Needs Additional Work
3	Satisfactory
4	Exceptional

No.	Review Area				
1	Cover Page: Names and identifying information recorded on cover page.	1	2	3	4
	Comments:				
2	Task Administration: Each task is clearly marked so that both tasks administered and tasks not administered are easily identified on the scored protocol.	1	2	3	4
	Comments:				
3	Scoring:				
	• Incorrect responses written to show student's response.	1	2	3	4
	• Scored correctly.	1	2	3	4
	• Arithmetic completed correctly, e.g. scoring was correct and the total score was added correctly.	1	2	3	4
	Comments:				
4	Clear Markings: The scoring protocol is marked clearly so that it can be interpreted easily, e.g. by an instructional assistant entering the data online or by the next teacher reviewing the student's previous performance.	1	2	3	4
	Comments:				
5	Stop Testing: If assessment was terminated early, evidence for this decision is provided on the scoring protocol (3 Error Rule).	1	2	3	4
	Comments:				
	Total	/28 = ____%			

**Inter-Rater Reliability:
New Mentor and All Mentor Training**

**Aran Felix
Kim Sherman
Gerald Tindal**

April 23, 2010

Inter-rater Reliability of Qualified Mentor-Trainers

September and October 2009

Reliability reports the reproducibility of the scores or measures, *not* their accuracy or precision. Four types of reliability are usually considered: internal consistency, test-retest, alternate form and inter-judge. The first form (internal consistency) focuses on the relations of the items to each other. To be reproducible, the items should be somewhat highly related. For the second type (test-retest), the issue is reproducibility over time: to be reliable, the same score should result on two occasions (separated by only a short period of time). The third type (alternate forms) addresses the repeatability (reproducibility) from one form to another. The final type (inter-judge) is used to ensure that all testers (or evaluators) are consistent and can reproduce the same scores (usually important when the scoring contains some subjective judgments). This last type may also be set to a standard so that the individuals all score in the same (reproducible) manner as provided in the standard.

Internal Consistency: The first type of reliability (internal consistency) is analyzed annually and reported in the Technical Report.

Test-Retest: Question on the second form of reliability, test-retest.

Because we now administer the same test in grades bands, can that be considered test-retest? In the future, once we have stable equated forms of the test, will those test administrations across the grade banks be considered test-retest? Example, year 1 administer Form A to grades 3 and 4. Year 2 administered equated Form B to grades 3 and grades 4.

Alternate Forms: In addition, by the end of the 2010-2011 testing year, Alaska will have implemented three different forms of the Alaska Alternate Assessment. Statistical reliability will be calculated on these alternate forms (the third type of reliability, alternate forms).

Inter-Judge: The Alaska Alternate Assessment also determines inter-judge reliability (the fourth type described above) employing several strategies.

Upfront training: Training to common standards - Standards for administration of each item, within each task and across all grade bands are clearly described in Test Administration Protocols. Alaska teachers participate in rigorous training, both online and face to face, to earn Qualified Assessor status. The training consists of text and live explanation of the standard of administration, text, video, and live (or actual) practice in scoring student responses, and one on one practice test administration, with administration and scoring accuracy evaluated. All Qualified Assessors receive rigorous training to the administration and scoring standards.

Ongoing Review of and intervention with Assessors:

In addition, during training for the 2009-2010 assessment year, Qualified Assessors participated in a scoring reliability study at the Annual Mentor Training. Student responses were given, and all assessors scored the responses. The reliability statistics are provided below.

Throughout the test window, Qualified Mentor Trainers, work with and monitor the performance of the Qualified Assessors under their supervision by on-site visits and reviewing online reports that display assessors' status of training, status of assessor proficiency item by item. This means Mentors can monitor their protégé's completed or incomplete training status as well as how many attempts it takes which indicates an assessor's knowledge level of the assessment program and whether there is a need for additional training.

If Qualified Mentor Trainers observe that an assessor-in-training lacks commitment to the assessment training, or is not showing diligence to the process, they contact EED. The assessor-in-training is reminded of their professional and contractual obligations in regards to statewide assessment. If the mentor feels that this assessor-in-training would do a disservice to the student, a different assessor administers the assessment. The district is required to define a plan of action for the teacher.

In the final weeks of the assessment window, the vendor reviews student scores being entered and looks for anomalies or errors. Assessors and mentors are contacted to make corrections. Results are evaluated to determine

Final Review of assessors: A study to observe assessors actually administering and scoring science alternate

assessments to grade 8 students during the test window is being conducted in March 2010. This study will use an Administration Checklist, formalized procedures, a score-behind using the Scoring Protocols and student materials. Each observer was trained in procedures. Observers consist of Qualified Mentor Trainers, Department of Education (EED) Alternate Assessment Program Manager, and Dillard Research Associate (DRA) Project Manager. EED and DRA personnel are trained Qualified Mentor Trainers as well as the lead trainers for the state's Mentor Program. (Materials used for this training are attached in a separate summary report of this study).

New Mentor Training

On September 27 and 28, 2010, Alaska educators seeking certification as qualified mentor-trainers (QTs) gathered in Juneau, Alaska. These assessors-in-training (AIT) and Qualified Assessors (QAs) participated in a half-day of on-line orientation, and a half-day of on-line web-based training, followed by web-based proficiency testing. AITs and QAs were expected to complete all training and proficiency testing prior to joining the Annual Mentor Training in Anchorage at the end of October.

The second day of New Mentor Training (September 28) focused on supervised administration of practice tests to adults. One half of the participants in New Mentor Training were new to the Alaska Alternate Assessment system, while one half of the participants were returning for refresher training, and had previously been certified as Qualified Assessors. The assessors-in-training administered practice tests to the returning assessors. There were eight new assessors-in-training and eight returning qualified assessors.

Each of the new AITs administered one practice test in Reading, Writing, Mathematics and Science. All participants in the training (AITs and returning QAs) participated in a review of two protégé's test administrations in each of the four subject areas. Inter-rater reliability scores were determined on three data points for AITs and two data points for returning QAs.

Mathematics: Total agreement among assessors in Mathematics was 0.96 between all three trials, ranging between 0.95 and 0.98.

Table 1. New Mentor Training Inter-Rater Reliability in Mathematics

Mathematics	Practice test	Review Protégé 1	Review Protégé 2
N	8	16	16
Student Response Total	112	224	224
Score Record Total	103	200	213
Student Response Percent	1.00	1.00	1.00
Score Record Percent	0.92	0.89	0.95
Total Possible	224	448	448
Total percent	0.96	0.95	0.98
Total percent agreement	0.96		

Reading: Total agreement among assessors in Reading was 0.98 between all three trials, ranging between 0.97 and 0.997.

Table 2. New Mentor Training Inter-Rater Reliability in Reading

Reading	Practice test	Review Protégé 1	Review Protégé 2
N	6	16	16
Student Response Total	53	144	144
Score Record Total	52	134	143
Student Response Percent	0.98	1.00	1.00
Score Record Percent	0.96	0.93	0.99
Total Possible	108	288	288
Total percent	0.97	0.97	0.997
Total percent agreement	0.98		

Writing: Total agreement among assessors in Writing was 0.88 between all three trials, ranging between 0.84 and 0.92.

Table 3. New Mentor Training Inter-Rater Reliability in Writing

Writing	Practice test	Review Protégé 1	Review Protégé 2
N	8	16	16
Student Response Total	48	112	111
Score Record Total	46	81	94
Student Response Percent	0.86	1.00	0.99
Score Record Percent	0.82	0.72	0.84
Total Possible	112	224	224
Total percent	0.84	0.86	0.92
Total percent agreement	0.88		

Science: Total agreement among assessors in Science was 0.98 between all three trials, ranging between 0.95 and 0.99.

Table 4. New Mentor Training Inter-Rater Reliability in Science

Science	Practice test	Review Protégé 1	Review Protégé 2
N	7	16	16
Student Response Total	56	128	128
Score Record Total	50	122	125
Student Response Percent	1.00	1.00	1.00
Score Record Percent	0.89	0.95	0.98
Total Possible	112	256	256
Total percent	0.95	0.98	0.99
Total percent agreement	0.98		

Finally, trainees were rated on adherence to test administration and scoring protocols, with possible scores of 1 = Unacceptable; 2 = Needs Additional Work; 3 = Satisfactory; 4 = Exceptional. AITs and QAs averaged a total percent agreement of 0.95, with scores ranging from 0.95 to 0.96.

Table 5. New Mentor Training Inter-Rater Reliability, Overall Review

Overall Review	Practice test	Review Protégé 1	Review Protégé 2
N	6	15	16
Total Ratings	159	400	430
Total Possible	168	420	448
Percent	0.95	0.95	0.96
Average Agreement	0.95		

Expanded Levels of Support test items: Four of the eight assessors-in-training also administered practice tests containing the Expanded Level of Support (ELOS) items, scoring protocols, and supported administration procedures. These four earned between .80 (one assessor) and 1.00 (three assessors) agreement to the standard.

Annual Mentor Training

On October 26, 2010, during Annual Mentor Training in Anchorage, Qualified Mentor-Trainers participated in scoring training in Reading, Writing and Math tasks.

The reading tasks focused on scoring word reading. Math tasks focused on addition and subtraction, specifically on issues of digit alignment and digit reversals. Writing tasks focused on scoring in correct letter sequence and ideas and organization scoring.

Math: There were 55 complete records in Math. Inter-rater reliability was determined by dividing the total number of items in agreement (357) by the total number of items (385), yielding an inter-rater reliability of 93%.

Reading: Raters were trained in two tasks in Reading. There were 55 records for the first task. The total number of items in agreement (438) was divided by the total number of item points (440) for an inter-rater reliability of 99%. There were 56 records included in the calculation for the second task with 414 items in agreement divided by 448 possible points for an inter-rater reliability of 92%.

Table 6. All Mentor Training Inter-Rater Reliability in Math and Reading

	N	Agree	Possible	%
Math	55	357	385	93.7
Reading				
Task 1	55	438	440	99.5
Task 2	56	414	448	92.4

Writing: Raters were initially trained on 3 Writing tasks. The first task yielded 50 of 54 points in agreement, for a 93% inter-rater reliability. The second task included a Correct Word Sequence (CWS) score and a score for Ideas and Organization (I/O). Forty-nine of the 51 Qualified Assessors / Mentors agreed on the CWS (96% agreement), while 49 of the participants agreed on the I/O score (86%). The third task had 88% agreement on the CWS score and 55% agreement on the I/O score. However, when factoring in scores that were within 1 point of the correct I/O score, the inter-rater reliability for this task 96%.

After discussion and retraining, a fourth task was scored for Ideas and Organization. Forty-five of the 49 records agreed, for an inter-rater reliability score of 92%.

Table 7. All Mentor Training Inter-Rater Reliability in Writing

Writing	Agree	Possible	Percent
1: Correct Word Sequence	50	54	92.5
2: Correct Word Sequence	49	51	96.0
2: Ideas & Organization	44	51	86.2
3: Correct Word Sequence	45	51	88.2
3: Ideas & Organization	28	51	54.9
4 Ideas & Organization	45	49	91.8

Score Consistency Training

All Mentor Training
October 26 & 27, 2009
Anchorage, Alaska



Writing Scoring

Correct Letter Sequence
Correct Word Sequence
Legibility
Ideas and Organization



All Mentor Training, October 26 & 27, 2009

2



Correct Letter Sequence

- Words in the sentence must be spelled correctly.
- Reversals and missing letters are incorrect spelling.



All Mentor Training, October 26 & 27, 2009

3



Correct Word Sequence

- Words in the sentence must be in the correct order.
- A sentence must contain a Subject (may be implied), a verb, and an object (may be implied).
 - Go!
 - I left.
 - I left the room.



All Mentor Training, October 26 & 27, 2009

4



Correct Word Sequence

- The sentence must start with a capital letter.
- The sentence must end with ending punctuation.
- See the complete list of rules with examples.



All Mentor Training, October 26 & 27, 2009

5



Legibility

- Apply the "Stranger Test" to legibility. If a stranger can read the letters and words in the sentence, earns a "2."
- If several to most of the letters are missing, difficult to decode, or reversed, and the stranger would need to "fill in the blanks," earns a "1."



All Mentor Training, October 26 & 27, 2009

6



Ideas and Organization

- One rubric, combines both Ideas and Organization.
- Start by reading the standard at about the level you think applies. Read one level above and one level below. Use your professional judgment.



All Mentor Training, October 26 & 27, 2009

7



Reading Scoring

In the Reading Assessment, assessors may only read prompts or responses to the student if explicitly permitted in the Scoring Protocol for an item. Some Tasks and Items require the student to read the word or sentence. In that instance, the assessor may not read the student answer choices out loud.

In the grade 3/4 reading assessment, students are asked to segment words into their component sounds: "cut" is read |c| |u| |t| with 1 point awarded for each correctly read phoneme / sound. If the student reads the word as a word – |cut| – the assessor should award full points.



All Mentor Training, October 26 & 27, 2009

8



take



All Mentor Training, October 26 & 27, 2009

9



✓ x ✓
t a k e

= 2 / 3 points



All Mentor Training, October 26 & 27, 2009

10



bug



All Mentor Training, October 26 & 27, 2009

11



✓ x ✓
bug

= 2 / 3 points



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12



and



All Mentor Training, October 26 & 27, 2009

13



and
✓

= 3 / 3 points



All Mentor Training, October 26 & 27, 2009

14



Math Scoring

Correct Number Sequence

Double Digit Numbers and Reversals



All Mentor Training, October 26 & 27, 2009

15



Correct Number Sequence

Order the numbers 1 through 12.

The student earns 1 point for each set of 4 correctly ordered numbers

(1, 2, 3, 4) (5, 6, 7, 8) (9, 10, 11, 12)

* We've been asked to allow points for any set of four correctly ordered numbers. Not this year.



All Mentor Training, October 26 & 27, 2009

16



1, 2, 4, 6, 5, 7, 8,
9, 10, 11, 12



All Mentor Training, October 26 & 27, 2009

17



(1, 2, 4, 6)=0
(5, 7, 8, 9)=0
(10, 11, 12)=0

-- even though the student has a sequence of 4 numbers in correct order (7, 8, 9, 10, 11, 12), they are not in the three groupings required in the scoring manual.



All Mentor Training, October 26 & 27, 2009

18



1, 2, 3, 4, 6, 5, 8,
9, 7, 10, 11, 12



All Mentor Training, October 26 & 27, 2009

19



(1, 2, 3, 4) = 1
(6, 5, 8, 9) = 0
(7, 10, 11, 12) = 0



All Mentor Training, October 26 & 27, 2009

20



Digits and Place Values

Legibility: Can a stranger accurately decode the writing? Count a reversal as legible if it meets this test.

Place Values: Adding two 2-digit numbers requires that the answers be in the correct place value.

$$\begin{array}{r} 12 \\ +26 \\ \hline 38 \end{array} \quad \begin{array}{r} 12 \\ +26 \\ \hline \cancel{83} \end{array}$$



All Mentor Training, October 26 & 27, 2009

21



Digits and Place Values

Allow a point if the student "scratches out" an answer and writes the correct answer to the left or right (not in line with the prompt's place values).

$$\begin{array}{r} 12 \\ +26 \\ \hline 38 \end{array} \quad \begin{array}{r} 12 \\ +26 \\ \hline \cancel{83} \end{array}$$



All Mentor Training, October 26 & 27, 2009

22



**Alaska Department Of Education And Early Development
Assessment And Accountability Unit**

Film Items

**Alternate Assessment - Reading
SCORING PROTOCOL**

Student Name: _____

Student Grade: _____

Alaska State Student ID: _____

District Student ID (optional): _____

District Name: _____

School Name: _____

Teacher Name: _____

Qualified Assessor Name: _____

Date Test Completed: _____

WORD IDENTIFICATION SKILLS - ADMINISTRATION

Directions

1.56A - Read Words *

Locate the materials on page 01 of the student materials. Present the cards one at a time in the order shown in the left hand column of the scoring box. Say to the student, **“Read each word as I show you the card.”** Continue presenting words. Prompt the student after a delay with no response. Record the student’s points in the scoring box. Mark a plus (+) if the student provides a correct response. Record incorrect responses verbatim. The student may receive partial credit for identifying any correct sound in the word. For example, if the student was presented with the word “dog” and responded with “dig” they would receive 1 point for correctly identifying the /d/ and /g/ sounds, but would not receive full credit of 2 points as they did not correctly read the whole word.

Points for Reading:	Word completely correct	=2
	ANY correct sound	=1
	Incorrect	=0

* NOTE: If the student cannot identify the words using expressive communication (speech, sign language, or communication device), follow these directions: Randomly place all of the words face up on the table and say, **“Point to the word after I say it.”** Continue saying words in the order listed in the table on the next page. Prompt student after a delay with no response.

Points for Pointing to Word:	Correctly pointed to word	=2
	Incorrectly pointed to word	=0

1.910A - Decode Words

Locate the cards on page 02 of the student materials. Say to the student, **“I will show you a card with a word on it. Say ALL of the sounds in the word. Watch me and listen to me.”** Show the student the example flashcard: “cut.” Say to the student (sound out the word): **“This word is [c] [u] [t].”** Emphasize the process of sounding out by pointing to each letter and sliding your finger from one letter to the next as you sound out the word. Place the flashcards in front of the student one at a time in the order listed in the scoring box. Prompt the student after a delay with no response. Record the student’s response and points in the scoring box. Mark a plus (+) if the student provides a correct response. Record incorrect responses verbatim. Give full credit if the word is read correctly.

Each sound said correctly	=1
Hesitated or skipped	=0

For students who are deaf, hard of hearing, or have a significant language problem: If the student is not accessing phonics or does not have phonemic awareness within their everyday reading instruction/ repertoire, do not use this task. Mark the administration code as NA-I.

TASK 1.56: WORD IDENTIFICATION SKILLS - SCORING

1.56A - Read Words - Scoring				Notes
Item	Word	Student Response	Points	
1	cat		/2	
2	top		/2	
3	help		/2	
4	fast		/2	
5	stoop		/2	
6	jumping		/2	
7	worker		/2	
8	ready		/2	
Total Points			____/16	

1.910A - Decode Words - Scoring				Notes
Item	Word	Student Response	Points	
1	s-a-me		/3	
2	sh-o-p		/3	
3	b-r-ea-k		/4	
4	s-i-de		/3	
5	r-a-t-es		/4	
6	f-ou-n-d		/4	
7	w-i-sh		/3	
8	t-a-n-k		/4	
Total Points ____/28				

Total Points for this Strand ____/44

Notes/Comments:

TASK 1.56: WORD IDENTIFICATION SKILLS - SCORING

1.56A - Read Words - Scoring				Notes
Item	Word	Student Response	Points	
1	cat		/2	
2	top		/2	
3	help		/2	
4	fast		/2	
5	stoop		/2	
6	jumping		/2	
7	worker		/2	
8	ready		/2	
Total Points			____/16	

1.910A - Decode Words - Scoring				Notes
Item	Word	Student Response	Points	
1	s-a-me		/3	
2	sh-o-p		/3	
3	b-r-ea-k		/4	
4	s-i-de		/3	
5	r-a-t-es		/4	
6	f-ou-n-d		/4	
7	w-i-sh		/3	
8	t-a-n-k		/4	
Total Points			/28	

Total Points for this Strand ____/44

Notes/Comments:

TASK 1.56: WORD IDENTIFICATION SKILLS - SCORING

1.56A - Read Words - Scoring				Notes
Item	Word	Student Response	Points	
1	cat		/2	
2	top		/2	
3	help		/2	
4	fast		/2	
5	stoop		/2	
6	jumping		/2	
7	worker		/2	
8	ready		/2	
Total Points			____/16	

1.910A - Decode Words - Scoring				Notes
Item	Word	Student Response	Points	
1	s-a-me		/3	
2	sh-o-p		/3	
3	b-r-ea-k		/4	
4	s-i-de		/3	
5	r-a-t-es		/4	
6	f-ou-n-d		/4	
7	w-i-sh		/3	
8	t-a-n-k		/4	
Total Points			/28	

Total Points for this Strand ____/44

Notes/Comments:

**Alaska Department Of Education And Early Development
Assessment And Accountability Unit**

Film Items

**Alternate Assessment - Math
SCORING PROTOCOL**

Student Name: _____

Student Grade: _____

Alaska State Student ID: _____

District Student ID (optional): _____

District Name: _____

School Name: _____

Teacher Name: _____

Qualified Assessor Name: _____

Date Test Completed: _____

TASK 2.78: ESTIMATION AND COMPUTATION - ADMINISTRATION

Directions

2.78 - Double Digit Addition and Subtraction

Present the student with the addition worksheet located on page 09 of the student materials. Say, “**There are some problems on this worksheet. Try to do each problem. If you don’t know the answer to a problem, skip it and go to the next problem. Do you have any questions? (Hand the student a pencil) Begin.**”

Prompt the student after a delay with no response. Score for correct digits. Record the student’s points in the scoring box.

Scoring: Digit in correct place =1
 Incorrect digit =0

NOTE: If necessary, the font may be changed or the problems may be handwritten as an accommodation for this task.

2.78 - Double Digit Addition and Subtraction - Scoring				Notes
Item	Problem	Student Response	Points	
1	$\begin{array}{r} 5 \\ +9 \\ \hline 14 \end{array}$		/2	
2	$\begin{array}{r} 10 \\ + 4 \\ \hline 14 \end{array}$		/2	
3	$\begin{array}{r} 14 \\ + 3 \\ \hline 17 \end{array}$		/2	
4	$\begin{array}{r} 6 \\ +8 \\ \hline 14 \end{array}$		/2	
5	$\begin{array}{r} 13 \\ +15 \\ \hline 28 \end{array}$		/2	
6	$\begin{array}{r} 53 \\ - 1 \\ \hline 52 \end{array}$		/2	
7	$\begin{array}{r} 38 \\ - 7 \\ \hline 31 \end{array}$		/2	
Total Points ____/14				

TASK 2.78: ESTIMATION AND COMPUTATION - ADMINISTRATION

Directions

2.78 - Double Digit Addition and Subtraction

Present the student with the addition worksheet located on page 09 of the student materials. Say, “**There are some problems on this worksheet. Try to do each problem. If you don’t know the answer to a problem, skip it and go to the next problem. Do you have any questions? (Hand the student a pencil) Begin.**”

Prompt the student after a delay with no response. Score for correct digits. Record the student’s points in the scoring box.

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Item	Problem	Student Response	Points	
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2	$\begin{array}{r} 10 \\ + 4 \\ \hline 14 \end{array}$		/2	
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6	$\begin{array}{r} 53 \\ - 1 \\ \hline 52 \end{array}$		/2	
7	$\begin{array}{r} 38 \\ - 7 \\ \hline 31 \end{array}$		/2	
Total Points ____/14				

TASK 2.78: ESTIMATION AND COMPUTATION - ADMINISTRATION

Directions

2.78 - Double Digit Addition and Subtraction

Present the student with the addition worksheet located on page 09 of the student materials. Say, “**There are some problems on this worksheet. Try to do each problem. If you don’t know the answer to a problem, skip it and go to the next problem. Do you have any questions? (Hand the student a pencil) Begin.**”

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 Incorrect digit =0

NOTE: If necessary, the font may be changed or the problems may be handwritten as an accommodation for this task.

2.78 - Double Digit Addition and Subtraction - Scoring				Notes
Item	Problem	Student Response	Points	
1	$\begin{array}{r} 5 \\ +9 \\ \hline 14 \end{array}$		/2	
2	$\begin{array}{r} 10 \\ + 4 \\ \hline 14 \end{array}$		/2	
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5	$\begin{array}{r} 13 \\ +15 \\ \hline 28 \end{array}$		/2	
6	$\begin{array}{r} 53 \\ - 1 \\ \hline 52 \end{array}$		/2	
7	$\begin{array}{r} 38 \\ - 7 \\ \hline 31 \end{array}$		/2	
Total Points ____/14				